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ABSTRACT

Kennedy Community College offers both day and evening curriculums for students wishing to transfer to 4-year schools and for persons interested in 1- or 2-year career programs. The college also offers opportunities for persons to enroll in courses part time to provide for special interests, occupational updating, or general education. An overview of the school's educational philosophy, educational programs, student activities, and administrative structure is included. [Because of marginal reproducibility of original, this document is not available in hard copy.] (Author/RC)

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1969 Special Summer Course
for Two-Year Colleges
University of Minnesota

ED039874

CASE STUDY: KENNEDY COMMUNITY COLLEGE

Kennedy Community College, Minnesota

I
COLLEGE HISTORY AND COMMUNITY SETTING

Kennedy Community College opened in the fall of 1966 with an enrollment of 414 students. By the fall of 1967 this number had increased to 1,093 and by the fall of 1968 increased to 1,300.

The school is one of fifteen state public community colleges operating under the aegis of the State Community College Board. Five of these two year schools including Kennedy Community College, are located in the Tri-City metropolitan area.

The Tri-City metropolitan area has a population in excess of one million people. The central cities populations are decreasing slightly and the suburban communities populations are growing rapidly. Tri-City is an area of light and technical industry.

This fall Kennedy Community College will open its new campus located in the first tier of "bedroom" suburbs of Tri-City, about fifteen miles from the center city. It is not physically in a given municipality but is situated in proximate relationship to four suburban communities. The communities look to the central Tri-City for most of the cultural, social and recreational opportunities. Bowling lanes and golf courses are, however, available for recreation in the suburban communities.

There is no public transportation network serving the campus area. It can be easily reached by automobile via the highway system that includes two highways on the college boundary.

Prior to this year the Orange (one of the four communities) School District has leased temporary facilities in the former high school building to the college.

The college offers curriculums both during the day and evening for students wishing to transfer to four year schools and for persons interested in one or two year career programs. Opportunities are also available for persons to enroll in courses part time to provide for special interests, occupational updating or general education.

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II

PHILOSOPHY AND PURPOSES

The educational philosophy of Kennedy Community College is based on the belief that education is for all who can profit from it. More specifically, it hopes to help the student develop:

1. The ability to communicate effectively.
2. Knowledge of scientific thought and method.
3. Understanding of the historical development of our civilization.
4. Understanding of the nature and operation of American political and economic institutions.
5. Understanding of human society, its problems, and its institutions.
6. Knowledge and appreciation of the humanities and fine arts.
7. His creative possibilities in all spheres of human activity.
8. Necessary background and training for employment and/or further higher or general education.
9. An ethical and moral awareness.
10. Physical well-being.
11. An appreciation of continuing education.

Translating this philosophy into specific programs involves many different curriculums and services. For the student who plans to work toward the bachelor's degree, the College offers two years of lower-division courses that may be transferred to four-year colleges and universities. Success in this program naturally requires, on the part of the College, regular comparison and coordination with analogous offerings and requirements in other state institutions of higher education.

The College also provides programs of two years or less designed to prepare students for employment. The first two years the College offered business-secretarial and business-marketing curriculums. The business-secretarial curriculum is specialized in its second year with separate programs for medical, technical, executive, and legal secretarial work. In 1967-68 the business-marketing curriculum added a specialized program in real estate appraisal. Plans for other occupational programs are being considered, and the number of these curriculums will be increased in the future as the needs of the community dictate and as finances are available.

General education courses are another part of the Kennedy Community College program. These are available both to students planning to transfer to a four-year institution and to those planning to enter employment after one or two years of college. The College recognizes that occupational competence is only a part of one's life and that individuals function also as private persons, as family members, and as citizens. General education courses are therefore aimed at developing a capacity for an enriched life for the individual and an increased competence in exercising the privileges and responsibilities of

citizenship. The College is aware of the vast spectrum of income, ability and background of the people it serves. The continuing education program is geared to provide for the special needs of adults returning to formal study and to guide them into courses of study adapted to their plans, abilities, and current commitments. This program must be able to upgrade, as well as retrain, individuals in their occupations or positions in industry. The College recognizes the obligations and commitments each faculty member must assume in order to help this program become a success. A future goal is a complete and comprehensive day and evening program of study in order to provide for a continuing education program for adults.

The Kennedy faculty feels that general education is a concept that fits the whole curriculum, and is not a separate curricular category in itself. In the light of increased student numbers in all of higher education and increased departmentalization and specialization at the university level, the concept of liberal education has suffered. To recover some of the ground inadvertently lost from this area, and at the same time cover areas not covered by four-year colleges and universities, the administration and faculty of the College feel compelled to implement a program of a "general" educational nature.

Realizing that each area of higher education has its own needs and responsibilities, the College sees itself as an institution capable of offering subject matter of perhaps greater flexibility and individual relevance - course work that can fulfill the academic objectives of any student who attends the College, whether or not he terminates his education there.

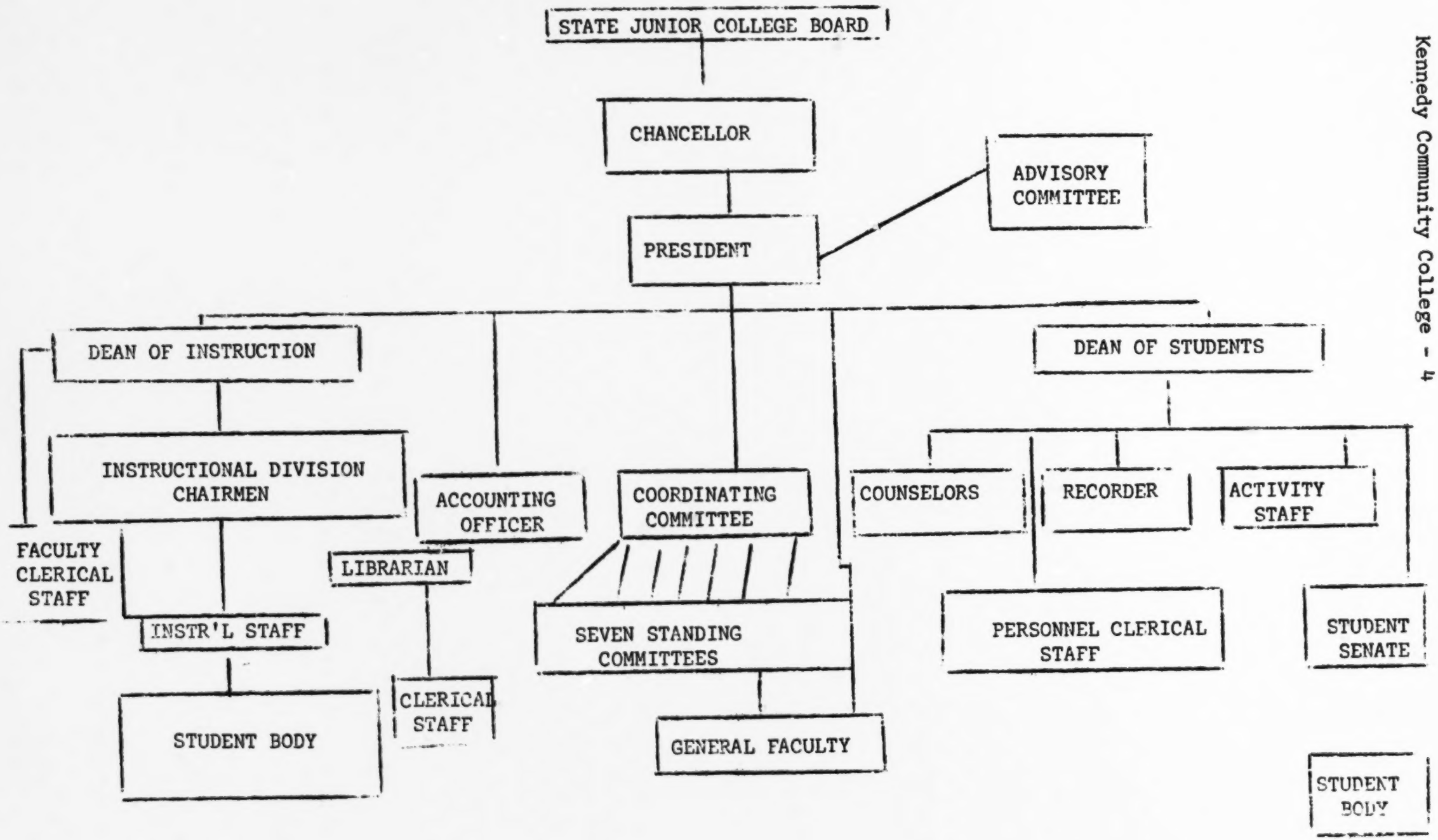
At present, course work is offered that has general appeal and functions well for students of all educational goals, as well as courses of more specific direction. The intent is to develop more course work that is sufficiently general in nature and at the same time specific enough to increase the students' awareness of that particular subject's relativity to daily living and to other areas of intellectual pursuit.

The broad range of ability and achievement shown by its students challenges the College to provide course content that is broad in scope, yet is immanently relevant to each student's academic and/or vocational goals. To achieve this, the faculty must not compete for the student's singular attention, but must create in each student a desire and curiosity for a comprehensive education.

Finally, the College seeks to help its students in the task of studying themselves--their interests and capabilities--so that they may be thereby guided in making informed and realistic decisions about their futures. Through counseling and various psychological, educational and vocational testing, students can receive assistance in assessing their aptitudes and interests so they may better plan their educational and vocational goals.

An enthusiastic faculty and administration, plus the backing of an interested and helpful local community, should help insure the success of Kennedy Community College in achieving its goals.

ORGANIZATIONAL CHART OF KENNEDY COMMUNITY COLLEGE



III

ADMINISTRATIVE STRUCTURE

The President of the College is responsible to the Chancellor of the Community College System and maintains liaison with the Central Office administration. He takes general leadership in promoting and developing this College and is responsible for the College's fiscal matters, buildings and maintenance. He works closely with the Advisory Committee, acts as overall liaison officer to the community, and handles public relations.

The Dean of Instruction and the Dean of Student Personnel Services are responsible to the President. These three meet as an administrative council each week to consider an agenda of procedural matters, operational problems, and future development.

The Dean of Instruction is responsible for the educational program, both transfer and non-transfer, the professional teaching staff and the implements necessary to carry on effective instruction. The Dean of Instruction has also been in charge of developing an extended-day program, a continuing education program, various occupational curriculums and developing the library as an educational resources center.

The Dean of Student Personnel Services is responsible for registration, counseling, student activities and government, record keeping, testing, admissions, scholarships and loans.

The accompanying organizational chart (see opposite page) has been developed to provide an idea of how the College should function. To be sure, the faculty and staff do not frequently use all of the "channels" in order to get their jobs done, and it is unnecessary to believe that they must. However, the faculty agrees that this basic structure is designed so that decisions on particular questions can be reached expeditiously.

There are very few horizontal lines on the chart, but a great number of them exist in practice every day. Naturally, the College could not operate for any length of time without this continual communication. When misunderstandings occur or when it is important that a request be interpreted as an order, the lines of responsibility are followed.

No premium is placed on the vertical position of any one "box" on the organizational chart. The important relationships are shown by the lines of accountability and responsibility as they appear in the three major areas of organization.

The state makes a distinction between what are termed classified and unclassified personnel. The classified organization generally refers to placement in an established job description and does not differentiate between classified or unclassified persons on the basis of degrees, training, experience or degree of responsibility. The accounting officer, recorder and all clerical staff are classified personnel.

The teaching staff, administration, and counselors are termed unclassified largely because their activities are not bound to written job descriptions. Indeed, at Kennedy Community College they are expected to exercise a great deal of ingenuity and creativeness in providing effective learning opportunities for the students.

IV

STUDENT LIFE

Activities Program

Student Activities are considered an essential part of the College program. The activities program has been planned and developed to foster mental and social development, increase cultural appreciation, and promote both recreation and physical fitness.

The program is financed by a quarterly general fee of ten dollars, by gate receipts, and by money transfers from food service and the book store. Activities thus financed and fee to students include athletics, intramurals, cheerleading, theater, music, college newspaper, yearbook, convocations, art gallery, social activities, freshman welcome days, and the Student Senate.

Student Senate

Campus leadership is centered in the Student Senate. The Senate directs and coordinates all student activities, sponsors special social events, and takes an active part in the orientation programs planned for new students. The Senate also represents the student body to the faculty and administration and offers recommendations regarding the educational policies.

The Senate is organized under and operates according to the Student Body Constitution. The constitution, which is outlined in the Student Handbook, was adopted by the student body in the spring of 1967.

Music

The college choir and college band provide training in vocal and instrumental music. Both groups perform at concerts and in musicals, and take part in the annual state Fine Arts Festival. The band lends enthusiastic support at athletic contests.

Theater

The department of theater presents two major productions each year. One production is presented in the fall and one in the winter. In addition a spring musical production is presented in cooperation with the music department.

Journalism

A College yearbook and a College newspaper, the "North Star," are staffed and published by the students under the direction of faculty advisors. The newspaper is published monthly, with plans to increase the number of issues in the future. The yearbook comes out each spring.

Athletics

Kennedy Community is a member of the Southern Minnesota Junior College Conference, and competes in intercollegiate basketball, wrestling, and baseball. Intercollegiate competition in football is planned for the fall of 1969.

Cheerleading

Cheerleading positions are open to all students. Tryouts are held during the fall, at which time the cheerleaders are chosen.

Intramurals

The intramural program, designed to serve all students, consists of numerous activities in which interest is shown. Included are such activities as football, soccer, basketball, volleyball, table tennis, tennis, softball, track, chess, and whist. The program is directed by instructors of the physical education department.

Dance Line

New this year is a dance group, composed of thirteen girls. These girls perform at the half-time of basketball games along with the band.

Gymnastics

Another new activity for girls this year is the gymnastics club under the direction of the women's physical education instructor.

Convocations

Convocations programs are planned by a committee composed of faculty and students. The programs are of an educational and cultural nature.

Art Lounge

Professional and student art is displayed by students and faculty in the Art Lounge. A variety of art forms including painting, sculpture, photography, crafts, etc., are exhibited during the school year, with exhibits changing every three weeks.

Clubs and Organizations

Clubs and organizations are brought into existence through student interest and initiative. Organizations are officially recognized when they have been approved by (1) the Student Senate and (2) the General Faculty.

Organizations existing at the present time include the Art Club, DECA, the Discussion Group, the Fencing Club, the Ski Club, Photography Club, and the German Club.

Social Activities

A yearly program of social activities is planned and organized by the Student Senate. Kennedy Community students and their dates are eligible to attend social activities. Social events normally begin around 8:00 P.M. and conclude at 12:00 midnight. These activities are not held during final examination periods.

Conduct

The last area of student life to be considered is that of conduct and, as will be seen, this is in keeping with the emphasis. During orientation students learn the College's position as explained by the Student Handbook. This position on conduct is consistent with the College's function as an educational institution. Based on the premise that the student has achieved some degree of maturity, there is no long catalog of rules and regulations. Rather, the student is helpful to realize that he is sometimes restricted as an individual out of respect for the entire student body of which he is a part. Consequently, he grows and matures as a person by conducting himself more in keeping with these ideas of increased social consciousness and respect for the rights of others.

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SUMMARY OF STUDENT ATTITUDE QUESTIONNAIRE

N=328

SUMMARY OF QUESTION	RESPONSES	PER CENT OF TOTAL RESPONDENTS
1. If several choices had been available, which college would have been your first choice?	A. U. of Minnesota	34.6%
	B. Kennedy Community	25.7%
	C. St. Cloud State	25.7%
	D. Mankato State	6.4%
	E. Other	7.6%
2. What one person influenced you most in your decision to attend Kennedy Community?	A. H.S. teacher or counselor	21.6%
	B. Parents and family	22.2%
	C. Friends	31.0%
	D. Other, or none particular	25.2%
3. If you were to start over again, would you still choose Kennedy Community?	A. Positive reaction	81.7%
	B. Uncertain	10.9%
	C. Negative reaction	7.4%
4. What was the most important reason for attending Kennedy Community? (responses by rank)	A. Close to home	1st
	B. Low cost	2nd
	C. Opportunity to work	3rd
	D. Uncertain of future	4th
	E. Type of program	5th
	F. Felt unprepared for senior college	6th
5. On enrolling at Kennedy Community, how certain were you about transferring to a senior college?	A. Very certain	37.1%
	B. Fairly certain	26.5%
	C. Possibly	21.3%
	D. Not too certain	5.0%
	E. No transfer intended	10.1%
6. How well do you feel your instructors at Kennedy Community know their subject matter?	A. Good-excellent	92.3%
	B. Fair	7.0%
	C. Poor	.7%
7. How good a job of teaching does the faculty at Kennedy Community do?	A. Good-excellent	86.2%
	B. Fair	12.5%
	C. Poor	1.3%
8. How do you rate the quality of the counseling you receive at Kennedy Community?	A. Good-excellent	72.4%
	B. Fair	20.4%
	C. Poor	7.2%
9. How adequate is the curriculum at Kennedy Community?	A. Adequate	67.3%
	B. Inadequate	32.7%
10. How worthwhile was the orientation program?	A. Valuable	63.8%
	B. Not valuable	36.2%

Summary of Student Attitude Questionnaire

11.	How well oriented did you feel to college during your first quarter?	A. Oriented B. Not Oriented	94.9% 5.1%
12.	Is there anyone on the staff to whom you feel particularly responsible and who feels responsible for you?	A. One B. Several C. None	17.6% 7.0% 75.4%
13.	How many faculty members do you know well enough to talk with about non-class matters?	A. More than 10 B. 6-10 C. 1-5 D. None	1.6% 3.1% 67.7% 27.6%
14.	Has your opportunity to participate in student activities been satisfactory?	A. Yes B. No	65.8% 34.2%
15.	Which activities should be added to the student activity program? (responses in number)	A. Football B. Wrestling C. Baseball D. Hockey E. Track	67 57 51 20 10
16.	Is the emphasis on cultural and intellectual pursuits satisfactory?	A. Yes B. No	67% 33%
17.	Are study conditions on campus adequate?	A. Yes B. No	48.5% 51.5%
18.	Is the emphasis on campus social life adequate?	A. Yes B. No	52.6% 47.4%
19.	Are convocations, forums, discussion groups satisfactory?	A. Yes B. No	55.4% 44.6%
20.	Are campus rules and regulations satisfactory?	A. Yes B. No	84.5% 15.5%
21.	Are students adequately represented through the student senate?	A. Yes B. No C. Uncertain	66.8% 25.2% 8.0%
22.	Does a democratic atmosphere prevail on campus?	A. Yes B. No	78.1% 21.9%
23.	Are bookstore services adequate?	A. Yes B. No	47.3% 52.7%
24.	Are the quality and variety of food in the commons satisfactory?	A. Yes B. No	50.1% 49.9%
25.	Are food service facilities adequate?	A. Yes B. No	60.8% 39.2%
26.	Do you feel Kennedy Community is a good college for you to be attending?	A. Very good B. Fairly good C. Poor	48.7% 48.5% 2.8%

Summary of Student Attitude Questionnaire

27.	How certain are you about returning to the college next year?	A. Very certain	55.2%
		B. Quite certain	25.9%
		C. Uncertain	12.0%
		D. Definitely not	6.9%

While no scientific analysis has been attempted with a study of this type, it is felt that the results are encouraging in that they show a rather positive attitude on the part of students. A similar study is planned for this year to determine the areas of weakness to be strengthened, and if the areas of strength were maintained.

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STUDENT ACTIVITY FUND BUDGET

	1967-8	1968-9
Art Exhibits	$ 400.00	$ 1,300.00
Athletics, Misc.	0.00	500.00
Awards	150.00	300.00
Baseball	0.00	1,500.00
Basketball	3,000.00	2,800.00
Bank	100.00	1,000.00
Cheerleaders	150.00	300.00
Choir	1,000.00	2,350.00
Convocations	600.00	3,000.00
Fine Arts Festival	1,000.00	1,100.00
Student Handbook & Directory	400.00	700.00
Intramural Activities	100.00	300.00
Musical	0.00	650.00
Newspaper	850.00	1,300.00
Social Events	500.00	1,400.00
Student Government	100.00	300.00
Theater	900.00	1,400.00
Welcome Week	400.00	1,500.00
Wrestling	0.00	2,500.00
Yearbook	2,000.00	3,500.00
Miscellaneous	350.00	400.00
TOTAL ACTIVITY BUDGET	$12,000.00	$28,100.00

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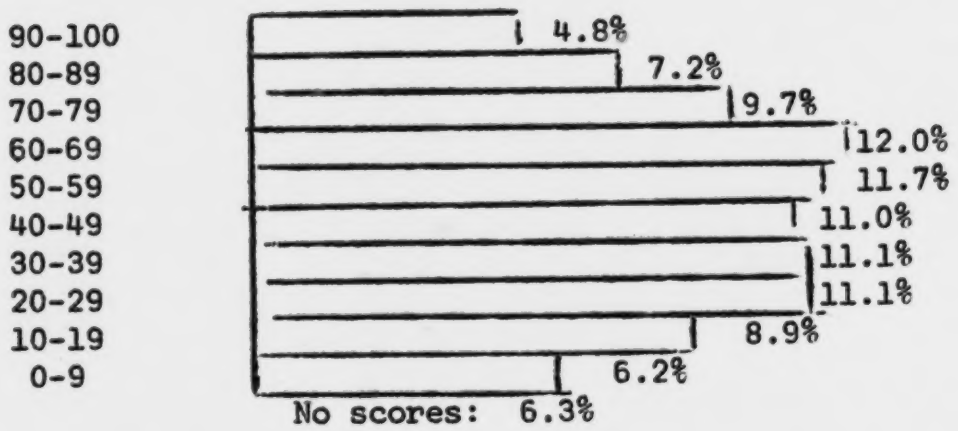
KENNEDY COMMUNITY COLLEGE STUDENT PROFILES
FALL QUARTER 1968-69

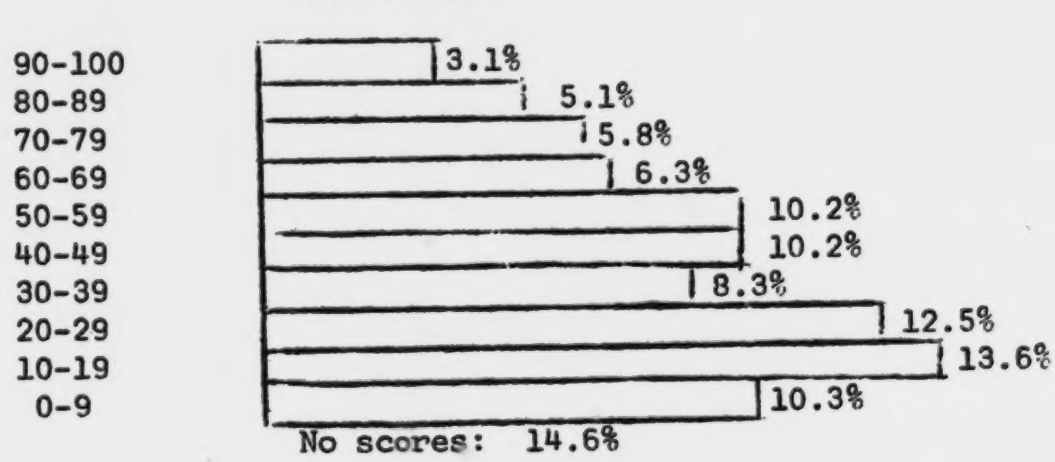
Percentiles — Proportion of Students

HIGH SCHOOL RANK



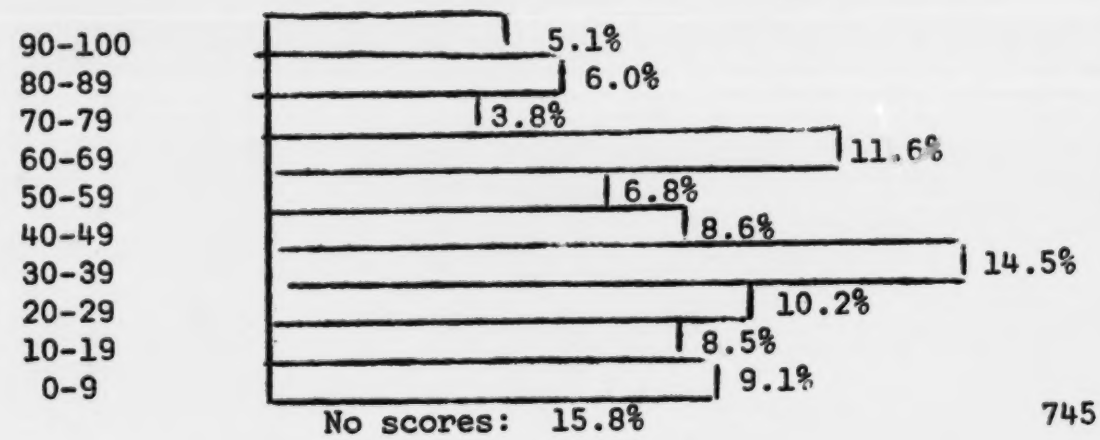
Md 49%

MSAT SCORES



Md 37%

ACT COMP SCORES, COLLEGE BOUND



Md 39%

745 students

V

FUTURE PLANS

A fitting epilogue for a study of this kind calls for a glimpse at and comment relevant to our goals. Where do we expect to be five years from today?

Date Line 1974

Kennedy Community College is comfortably established on an attractive campus which includes the following buildings developed around a mall: library and learning resource center, science, general instruction, fine arts, technology, physical activities and student union. Considerable portions of land on the campus perimeter have been devoted to student parking. At a ratio of approximately two cars for every three students, all twenty-five acres are needed during times of peak class activity.

Sizeable portions of the southern half of the campus have been utilized for physical activities and recreation. The athletic areas contain tennis courts, football field and track, baseball and softball diamonds, and archery ranges. Ancillary areas such as the pond and neighboring golf course provide opportunities for ice skating, hockey and golf. The municipal park which borders the southeastern edge of the campus blends in well with the natural setting of that area; the pond, Shingle Creek, and early stands of hardwood and pine interspersed with meadows combine well to provide a general out-of-doors tract for relaxation and nature study.

The surroundings to the north and west and farther to the east reflect tastefully planned residential and commmercial areas. Homes have been developed in accord with zoning regulations. The same is true for the numerous service enterprises which are clumped in the shopping area directly north of the site. These various establishments have been initiated primarily to serve the students. Although they are situated across Highway 007, a major access highway, the dry cleaning, service stations, restaurants, delicatessens, barber shops, etc., all receive a good deal of student patronage.

The campus buildings comfortably accommodate the 3,500-plus day time students. There is no space problem with night students inasmuch as the present enrollment of nearly 5,000 is made up of persons taking only one or two courses, and consequently the number on campus on any one evening is not unwieldly. The buildings are complete as they stand, yet every one could be increased in size if the State Junior College Board were to decide to permit the enrollment to increase from the planned-for 3,000 F.T.E.* to 4,500 F.T.E. students.

* F.T.E. = Full Time Equivalent

Approximately fifty percent of the daytime students are pursuing studies which will culminate in degrees or certificates after one or two years at the college. Typical of these programs are those offered in nursing, electronics, para-medical fields, office, managerial and distributive business occupations plus several others. Courses requiring more specific skill training with less emphasis on generalized learnings are offered by vocational schools in the area. Frequently, college students enroll concurrently at local vocational schools in order to combine the advantages of both institutions. There is a strong movement within the state to consolidate the community colleges and vocational schools on one campus whenever possible and emphasize the community college concept rather than dichotomy. Indeed, the community approach has been the one practiced at Kennedy since it was begun. Presently the college is viewed as very much the cultural and educational focal point for most community activities.

In addition to the broad and ever changing daytime program, the schoo has developed an evening program which includes courses ranging from philosophy and abstract mathematics to cake decorating and fly-casting. The evening curriculum combines the matic (what is asked for) with the theoretical (what should be asked for) to provide the community not only with courses which answer perceived needs but also courses that suggest new methods of thought, new ideas and new concepts.

The evening student body reflects the breadth of the program: youth taking college level courses; adults learning more skills that will be useful in their occupations or activities, i.e., human relationship skills, child growth and development, or senior citizens picking up ideas for interesting travel or recreational opportunities or investment insights.

The transfer program permeates the day and evening curiculums so that full or part-time students can obtain important academic credits toward their baccalaureate degrees with a minimum of cost and travel. Incidentally, the transfer program has been fully accredited by the University of Minnesota since the College's first year of operation. Transfer courses have developed a reputation of being as good as or better than those taken at larger schools. The argument for this is that in the two-year college setting utilizing a much more individualized approach to learning, the student has multiple opportunities for close instructor contact, small group discussions and access to individualized learning techniques and devices.

Kennedy has been a leader in this individualized approach to instruction and for years has permitted students to complete courses at rates that are most acceptable to them. "Hot" carrels providing dial access to audio and video tapes, large lecture sections, stimulating opportunities for seminars and instructor help have combined to improve upon the "traditional" approach to instruction.

All in all, the College seems to have fulfilled its promise. It offers up to two years of education and a great variety of educational opportunities of less duration. It is community oriented, easily accessible and an obvious academic asset to the area.

PROJECTIONS OF STUDENTS, STAFF & BUILDINGS AT
KENNEDY COMMUNITY COLLEGE - 1966-67

	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
STUDENTS	400	1000	1250	1500	1750	2000	2250	2500	2750	3000	3000
FACULTY	17.5	43	54	68	80	95	105	115	125	140	140
ADMINISTRATION	1.5	3	4 1/2	5	6	7	7	8	8	8	8
COUNSELORS	2	3	4.5	5	6	7	7.5	8	9	10	10
LIBRARIANS	1	1	2	2	2	3	3	3	3	3	3
CLASSIFIED	3	8	12	15	16	17	19	20	21	23	24
BUILDINGS	Rental	Rental	Rental	Library Science Gen.Instr. Utility Site Dev. $2,500,000 Winter Activities Bldg. $500,000	-	Technology Bldg. Swimming Pool Adm. Annex $1,100,000 Student Union $350,000 (Non-state Funds)	Gen. Instruction $850,000	Fine Arts $850,000	Expansion of Library and Technology bldgs. $850,000		

VI

THE UNION

The College devoted some of the scarce space leased in the Orange high school building to facilities meeting student living and activity needs. They included a Commons (vended food snack area), Art Lounge, post office and locker area.

The plans for the new campus anticipate a College Union building, a Fine Arts Building, a Physical Education Building and outdoor recreation areas.

In the interim, a Commons is provided in the Library Building, adjacent to the Bookstore. There are small student lounges in the Science and General Instruction Buildings. The Student Senate and Publications will be provided with office space. There is also a theater and music auditorium.

Beginning in the fall of 1968 a student fee for construction of a Union Building was added to the Activity Fee. The Kennedy Community College President, who is an active advocate for a union, has worked to secure borrowing authority to fund the building. The President asked the Coordinator, two Kennedy Community College faculty members, and three students. The Committee was charged with the responsibility of conducting studies to aid in determining the plans for a building program.

The Committee conducted a Preference Survey for existing facilities among students and faculty of Kennedy Community College. The survey results indicated the following ranking of existing facilities according to what was considered most important to those surveyed.

Rank	Facility
1	Commons (Vended Food)
2	Lockers
3	Art Lounge
4	Post Office Boxes

The students and faculty were also given a check list of possible facilities for a union building and asked to indicate if they considered the facility Very Desirable, Desirable, or Unnecessary.

The Facilities regarded as Very Desirable among items on the check list were:

Rank	Facility	Frequency of Choice
1	Lounges	376
2	Commons (Vending/Bag Lunch)	282
3	Snack Bar	235
4	Typewriter Room	172
5	Telephones	158
6	Lockers	151
7	Cafeteria	143
8	Swimming Pool	131
9	Bowling Lanes	119
10	Ballroom	98
11	Service Center (Lost & Found, Check Cashing, Information, etc.)	91
12	Art Lounge	87
13	Activities Offices	86
14	Music Listening Room	83
15	Conference Rooms	75
16	Post Office Boxes	66
17	Craft Shop	54
18	T.V. Room	53
19	Billiard Room	42
20	Meditation Room	40
21	Game Room	39
22	Table Tennis	36

You and the other members of your group have been appointed to a Committee to develop a program for the union building. To guide you in that development the following questions were addressed to your committee.

1. Given the information about the student body, the campus, the college philosophy and purpose and your concept of the role of a college union and activity program; what purposes should the building serve?

2. What facilities will serve these purposes?

3. What facilities should be designed for multi-purpose use?

4. What should be the relationship among the facilities in order 1) to realize economics in space and operation, 2) to provide efficiency in management and supervision and 3) to capitalize a complimentary or supplementary space functions?

5. Do you agree with the proposed site for the Union? If not, where should it be?

6. What special concerns about the building's relationship to other facilities or campus areas do you want expressed?

7. What additional data or information do you feel will be needed or beneficial in developing plans for the Union?

8. How should it be obtained?

9. What other considerations would you make in determining the union building program?

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 09 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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